

## Lecture №7

### Project technologies in FLT

#### Plan

1. The importance of using project technology in FLT
2. The types of projects
3. The stages of projects

Project work is one of the essential methods for any teacher, experienced or not, who is looking for method that develops students' confidence in using English in the real world, the world outside the classroom. Because consciously or unconsciously, students bring the outside world into the classroom, but they may not always have the opportunity to activate what they know and use it in the outside world. So that project work takes the experience of the classroom out into the world and provides an opportunity for informal learning. The potential benefit for students is clear: they are working on a topic of interest to them and using language for a specific purpose, with a particular aim in mind. What has already been learnt can now be put to use and what is needed can be learnt when it is needed. Also through project work in English class, the children will be encouraged to develop their intellectual, motor (physical), and social skills. Project work offered learners an opportunity to take a certain responsibility for their own learning, encouraging them to set their own objectives in terms of what they wanted and needed to learn. This tenet still holds true.

But teachers of English should be aware, for example, of the literacy skills that the children have in their first language and, especially for the very young children, how much opportunity they have had to practice such motor skills as cutting, folding, coloring, and so on.

Defining a project. Project work is student-centered and driven by the need to create an end-product. However, it is the route to achieving this end-product that makes project work so worthwhile. The route to the end-product brings opportunities for students to develop their confidence and independence and to work together in a real-world environment by collaborating on a task which they have defined for themselves and which has not been externally imposed.

Project work lends itself to many different approaches in a variety of teaching situations. It draws together students of mixed ability and creates opportunities for individuals to contribute in ways which reflect their different talents and creativity. The less linguistically-gifted student may be a talented artist, able to create brilliant artwork, thus gaining self-esteem, which would be unlikely in a more conventional language lesson. The collaborative process, relying as it does on the involvement and commitment of the individual students, is the strength of a project. There is no concrete evidence to suggest why and how project work is more or less successful with some learners. Future research into learner differences may shed light on this. What teachers do seem to agree on, however, is that even the most reluctant, skeptical learner is susceptible to peer group enthusiasm and derives benefit from taking part in a project.

The project is an ideal vehicle for teaching for a number of reasons:

- It is an integrated unit of work. A project is a recognizable unit of work with a beginning, middle, and end. Through a series of worthwhile activities, which are linked to form a tangible end-product, the children can gain a real sense of achievement. At the successful completion of the project, both teacher and pupils have something they can be proud of, to show to parents and to others in the school as an indication of the progress they have made.

- It educates the whole pupil. A project involves the development of the whole child, rather than focusing narrowly on teaching language. Within the framework of a project can be included the full range of skills that children are developing in their other classes and during their time out of school: the intellectual skills of describing, drawing conclusions, using the imagination, hypothesizing, reading, and planning; the physical/motor skills of coloring, painting, cutting, folding, gluing, and writing; the social skills of sharing, co-operating, making decisions together, and appreciating how individual contributions can make a successful whole; cultural awareness; learner independence skills such as making responsible choices, deciding how to complete tasks, getting information, trying things out, and evaluating results.

- The ability of self-reflexion. This approach encourages emotional and personal development. Wherever possible, children are given an opportunity to produce work which is personal and individual, which reflects their ideas, tastes, and interests; they are encouraged to express their feelings, and their opinions are sought and valued.

Project work gives the children an opportunity to bring their knowledge of the world into the classroom, and to extend their general knowledge of the topic under focus. Projects can encompass a wide range of topics and often draw on knowledge gained from other subjects in the curriculum.

- It integrates language knowledge and skills. The project is a prime example of experiential learning. Language introduced and practiced within a project is directly related to the task in hand; they see language as a means to the children use the language that is needed for the successful completion of the activity. A project introduces and practices language, and integrates language skills, in a natural way. The language aims, for the project as a whole and for each activity, should be clear in the teacher's mind but do not always need to be made explicit to the children. Younger learners are concerned with what they can achieve through language an end, rather than as a body of knowledge to be learned.

- It encourages learner independence. Successful experiential learning depends on the students also learning skills that will eventually enable them to continue their learning independently of the teacher. Project work helps children make choices, and take responsibility for their own work. It is also through project work that children can start developing the research and study skills that they need in order to progress in all the subjects within the curriculum in their secondary and further education.

- It caters for mixed-ability classes. Projects can cater for classes in which there are children with a range of abilities, needs, and interests. Within class project work, there are often opportunities for different children to make different contributions, depending on their capabilities. If individual contributions are valued, the children's confidence is boosted, they feel positive about their English classes, and they are motivated to continue to do well.

**Planning the project in FLT to young learners.** Integrating the project into the curriculum. The projects should be planned according to language points, vocabulary items, and skills which are suitable for children of a particular age and level. Each activity integrates grammar and vocabulary, and by the end of each project a balance of skills has been achieved.

When choosing one of the projects to do with your class, you will have to look carefully at the language (grammar and vocabulary) required for each activity, and the order in which it is introduced. You need to assess to what extent the project relates to work your class has already done, and how the language needs of your individual pupils, and of the group as a whole, can be met.

The project may have to fit in with a syllabus (a checklist of grammar and vocabulary items) which has been designated for your class. You may decide to select certain activities from a project, rather than do every activity in the order suggested. If you do this, you will need to make sure that the children understand any language essential for the selected activity which is introduced in earlier activities in the project.

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In some of the projects, you may find that your students are not yet familiar with some of the language which is revised and practiced. In this case, you may need to spend time introducing a grammar point or a set of vocabulary items in a separate lesson, before the activity can be tackled. There may also be language points that are required for the class syllabus which is not included in the project. In this case, you will have to add activities which introduce and practice these points. If possible, try to select or create activities which are related to the overall theme of the project.

In other words, you need to integrate project work with other work that you do with your class, supplementing or omitting where necessary.

**Types of project work in FLT to young learners:**

**Short-term projects.** By their very nature, short-term projects are concentrated and less likely to generate unpredictable language. In this case, language monitoring is relatively straightforward, given that there are clearly defined objectives.

**Long-term projects.** It is not necessary to structure the overall language content at the beginning of a long-term project. As the project gets under way, you will become aware that some grammar which you know your students have not covered will be coming up. Sometimes the gaps in your students' knowledge will become evident as a result of what they *discover* they need to know.

In a mixed-ability class you may have to individualize, use peer-teaching strategies, or allow things to go untaught. For example, a weak student who is enjoying the work, and perhaps showing signs of confidence in trying to use the language, however inaccurately, may best be overlooked rather than receive negative attention. Teachers can usually help an individual outside project contact time if they think it necessary.

As the project develops, you may be able to see ways of planning ahead in order to systemize language input, or you may put the project on hold for a lesson while you deal with a specific language point. This will depend on your other commitments and how much time and energy you can devote to this one activity. One of the guiding principles is not to worry, as your anxiety will communicate itself to your students, but to remain positive and try to ensure that the work is enjoyed and felt to be worthwhile.

### **Stages of project work in FLT to young learners**

Each project has three main stages:

The planning stage: in connection with you, students discuss the scope and content of their project in English or their mother tongue. This is the stage where you and they discuss and predict their specific language needs as well as the end-product. It is usually the stage where a lot of ambitious ideas get whittled down to realistic objectives! But it is also the stage where you should be able to judge whether the idea will take off or whether it is likely to present problems, either logistically or because only a minority of students seem to be really interested.

The implementation stage: at this stage students carry out the tasks in order to achieve their objective. It may involve working outside the classroom or not, depending on the nature of the project. For example, interviewing someone may rely on an individual visiting the class, but the real-world element remains in the form of the visitor and their contribution. Your role during this stage is one of support and monitoring.

The third stage is the creation of the end-product, which will be something tangible. As the projects in this book illustrate, end-products can take many different forms—poster, wall display, magazine, news sheet, three-dimensional model, website, video film, audio recording, etc. Colleagues and other students may be invited to share in the end-product. There may also be some kind of formal or informal evaluation and feedback on what students have produced. You may wish to devise a follow-up

programme to address the language needs that have come to light during the second stage.

### **Managing the project in FLT**

If you are new to project work you may be concerned about classroom management and discipline. A group of children doing project work can appear to be disorganized and noisy. With artwork involved it can also be messy! If groups of children are engaged on different tasks it is difficult to monitor and assist more than one group at a time.

The following tips may help:

- introduce the project carefully (see *Introducing the project to the children*), so the children know what to expect and what behavior is permissible
- establish the 'rules' (for example, *always wear an apron when painting*)
- to introduce project work, first choose an activity in which there is a lot of whole-class work before one in which different groups do different tasks
- plan your lessons very carefully so that you know exactly what you want the children to do at each stage; plan the work for individual groups if necessary
- have all your materials prepared and laid out in the order in which you need them; you may need different 'packs' of materials for different groups
- if possible arrange the furniture and prepare the board before the children come into the classroom; write up a schedule—the 'Activities for the Day', any instructions, the names of children in particular groups, vocabulary items, and so on
- give very clear instructions (in the mother tongue if necessary) and check that the children know what they have to do for their individual/group tasks before setting them off
- when the children are working individually/in groups, monitor to make sure they are all working satisfactorily; have a system so that the children can ask you for help in an orderly way, for example, by putting up their hands
- don't be concerned if they chatter when doing creative tasks—painting, model-making, and so on. Even if they speak in their mother tongue they are developing their social skills, and the chat adds to the enjoyment of the activity
- plan time at the end of the lesson when materials are packed away and the whole class comes together quietly; when you can sum up what has been achieved and make sure the children know about any homework or preparation they have to do for the next lesson.

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**Problematic questions:**

1. Give a presentation on the given theme “Project technologies in FLT” using Power Point
2. What is the procedure of organization of a project work in FLT?
3. What are the advantages and disadvantages of project work in FLT?
4. What is the role of project in FLT?
5. What are the types of project work in FLT?
6. What are the difficult stages of project work in FLT? Why?
7. How can manage the project work in FLT?
- 8.

**Literature:**

1. Diana L. Fried-Booth Project work/Resource books for teachers/ series editor Alan Maley/ Oxford University Press 2012.
2. Diana Phillips, Sarah Burwood, Helen Dunford Projects with young learners Resource books for teachers/ series editor Alan Maley/ Oxford University Press 2015.
3. Пастухова И. Инструмент социального взросления: Метод проектов в учебном процессе // Лицейское и гимназическое образование. –№3.-2011. - С. 43.
4. Переверзев Л. Б. Проектный подход и требование к учителю // Школа и производства. –№2. - 2012.- с. 14-16.